

Spinal Immobilization

Maine EMS Integrated Practical Exam For EMT-Basic

Station #5 General Information

Objective:

Demonstrate skills and knowledge pertaining to spinal immobilization. Students will be tested on application of either an interim spinal immobilization device on a sitting patient or application of a final spinal immobilization device for a supine patient.

Equipment:

- ✓ Station 5 score sheets
 - *Spinal Immobilization – Seated Patient*
 - *Spinal Immobilization – Supine Patient.*
- ✓ 4 Immobilization straps and buckles (9 foot each; “spider” or “quick clip straps” may be stocked in addition to the 4 straps).
- ✓ 3 – Hard cervical collars (S – M – L)
- ✓ 5 – Towels (regular size)
- ✓ 2 – Cotton bath blankets
- ✓ 1 – Heavy weight blanket
- ✓ 3 – Rolls 1 inch tape
- ✓ 6 – Rolls 3 or 4 inch stretch roller bandage
- ✓ 1 – Bandage shears
- ✓ 1 Standard long spinal immobilization device
- ✓ 1 Conforming type short board (e.g., K.E.D., etc.)

Personnel:

Practical Test Assistant knowledgeable/proficient in Maine EMS standards for spinal immobilization
Programmed patient familiar with station process

Procedure:

Each student will select at random, either the seated or supine skill.

For Seated Spinal:

Patient will be sitting in a chair affording access for this procedure. The student being evaluated will stabilize and immobilize the patient's spinal column in an in-line neutral position, preventing anterior/posterior and lateral movement. The student being evaluated will then “transfer” manual immobilization to his or her “assistant” (i.e., the other student who is not being evaluated), ensuring that manual immobilization is maintained during the transfer. The student being evaluated will securely apply a short spinal device, maintaining said in-line neutral position.

For Supine Spinal

The patient will be lying supine on a blanket. The student being evaluated will stabilize and immobilize the patient's spinal column in an in-line neutral position, preventing anterior/posterior and lateral movement. The student being evaluated will then “transfer” manual immobilization to his or her “assistant” (i.e., the other student who is not being evaluated), ensuring that manual immobilization is maintained during the transfer. The student being evaluated will be asked to immobilize the patient onto a long spinal immobilization device, while ensuring continuous spinal stabilization and immobilization.

Time

The time allowed for this station is 10 minutes per skill. Start timing the students after all instructions and scenarios (if applicable) are explained and the students have indicated that they are ready to begin. Stop timing the station when the students indicate they have finished the skill. Do not count the time between each skill when you are explaining the next skill to perform or when explaining a new scenario.

Skill Sheet Completion

The Practical Test Assistant will complete the applicable NREMT skill sheets as part of this station:

- Spinal Immobilization – Seated Patient
- Spinal Immobilization – Supine Patient

To complete the skill sheet:

- Fill-in the “Start Time”, “Stop Time”, “Date”, Student’s Name “ (i.e. the student’s name) and “Evaluator’s Name” (i.e. the Practical Test Assistant’s Name)
- Fill-in the “Points Awarded” section of each skill task. If the student performs the task, award the point. If the student fails to complete the task, enter “0” in the “Points Awarded” box
- Make a note at the bottom or on the reverse side of the sheet indicating why the point was not awarded for each task that the student fails to perform. The note should include what the student did or did not do and why the point was not awarded
- Use the Critical Skills Section at the bottom of the skill sheet to note any missed critical skills. Each missed critical skill deducts 3 points from the “top” score.
- Total the numbers at the “top”, then deduct (missed) critical skill points from the “top” number; this is the student’s final score for the station.
- Circle the final score and sign your name at the bottom of the skill sheet.
- Return the skill sheet to the assignment area coordinator as directed by the IC.
- Send the student back to the assignment area coordinator

Reminders

- ✓ Don't teach or lead students.
- ✓ Do not ask additional knowledge questions.
- ✓ Students are generally nervous. Please attempt to create a relaxed atmosphere.
- ✓ Students who make and correct mistakes on their own should not be penalized for the (self-corrected) mistake.
- ✓ All tasks that the student failed to perform must have a specific explanation written on the bottom or reverse of the skill sheet on which the task appears.
- ✓ Do not discuss the skill station or outcome of the skill examination. Refer all questions regarding student performance or outcome of the skill examination to the Instructor Coordinator.
- ✓ There are many ways to complete spinal skills, please keep in mind that general principles are being tested.

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Station #5 Examiner Instructions

Introduction

1. Introduce yourself to the students.
2. Fill in the student and evaluator information on the exam skill sheet
3. Ask each student to select an envelope containing a random skill. (Note: the random selection process must provide for the possibility of each student performing either the seated or supine skill. In other words, just because one student selected “seated” doesn’t mean the other student automatically is assigned “supine”)

Procedure:

1. Read the following to the students:

"This is the spinal immobilization station. You will be expected to immobilize a patient in a seated position or immobilize a patient onto a long spine board. I will be observing you so it is unnecessary to explain to me what you are doing."

"You will have 10 minutes to complete your selected skill. When you are ready to begin, please tell me and I will indicate that the exam has started and I will begin timing you. When you complete each skill, tell me that you are finished. I will notify you when you have no other skills to perform at this station. At that time, I will complete your skill sheet and return it to you. You'll then return it to the assignment area coordinator."

(Read the following to each student before they begin their selected skill)

" (Name of student), you will provide spinal management for a (seated/supine) patient. Your partner may assist you, but you must first manually immobilize your patient and then transfer manual immobilization to your partner. During the transfer and throughout the evaluation, you must ensure that manual immobilization is maintained as necessary. You are being graded on this station, not your partner, so you will need to perform the skills while your partner provides manual immobilization."

(Note for Practical Test Assistants: If the student does not tell you that he or she is finished performing a skill, after a reasonable time ask the student "Have you finished performing the skill". Do not ask such questions as "Is there anything else you'd like to do" or "Are you sure you've completed all of the tasks?") Once the student indicates that he or she has completed the skill, move onto the next skill or, if the student has had the opportunity to perform all of the required skills, inform the student that the skill station has concluded, total and circle the total points awarded on the skill sheet, sign the skill sheet and give it to the student, instructing him or her to return the skill sheet immediately to the Assignment Area Coordinator.)

Observe the student's performance carefully. Do not ask other spinal questions.

For each skill area, award point the corresponding point if the skill was completed. If you place a "0" in any skill area, please provide a specific written explanation at the bottom of the sheet.

Completing the Exam Process

1. Fill-in the “Start Time”, “Stop Time”, “Date”, Student’s Name “ (i.e. the student’s name) and “Evaluator’s Name” (i.e. the Practical Test Assistant’s Name)
2. Fill-in the “Points Awarded” section of each skill task. If the student performs the task, award the point. If the student fails to complete the task, enter “0” in the “Points Awarded” box
3. Make a note at the bottom or on the reverse side of the sheet indicating why the point was not awarded for each task that the student fails to perform. The note should include what the student did or did not do and why the point was not awarded
4. Use the Critical Skills Section at the bottom of the skill sheet to note any missed critical skills. Each missed critical skill deducts 3 points from the “top” score.
5. Total the numbers at the “top”, then deduct (missed) critical skill points from the “top” number; this is the student’s final score for the station.
6. Circle the final score and sign your name at the bottom of the skill sheet.
7. Return the skill sheet to the assignment area coordinator as directed by the IC.
8. Send the student back to the assignment area coordinator